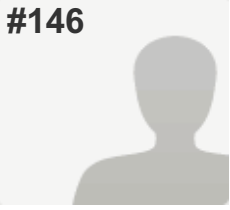


#146

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, June 29, 2016 1:57:10 PM**Last Modified:** Thursday, September 01, 2016 11:23:38 AM**Time Spent:** Over a month**IP Address:** 207.165.152.254

## PAGE 2

|  |                                |
|--|--------------------------------|
| <b>Q1: Name of School District:</b>      | North Polk Community Schools   |
| <b>Q2: Name of Superintendent</b>        | Dr. Dan Mart                   |
| <b>Q3: Person Completing this Report</b> | Susie Bentley and Dr. Dan Mart |

## PAGE 3

|  |   |
|--|---|
| <b>Q4: 1a.Local TLC Goal</b>   | <i>Respondent skipped this question</i> |
| <b>Q5: 1b. To what extent has this goalbeen met?</b>   | <i>Respondent skipped this question</i> |
| <b>Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)</b>  | <i>Respondent skipped this question</i> |
| <b>Q7: 2a.Local TLC Goal</b>   | <i>Respondent skipped this question</i> |
| <b>Q8: 2b. To what extent has this goalbeen met?</b>   | <i>Respondent skipped this question</i> |
| <b>Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)</b>  | <i>Respondent skipped this question</i> |
| <b>Q10: 3a.Local TLC Goal</b>  | <i>Respondent skipped this question</i> |
| <b>Q11: 3b. To what extent has this goalbeen met?</b>  | <i>Respondent skipped this question</i> |
| <b>Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)</b> | <i>Respondent skipped this question</i> |
| <b>Q13: 4a.Local TLC Goal</b><br>Student Achievement   |   |
| <b>Q14: 4b. To what extent has this goalbeen met?</b><br>(no label)  | Mostly Met                              |

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

North Polk traditionally has had high achievement, but our goal is to continue to maintain and grow-- no focusing specifically on proficiency, but ensure that all students are making the desired progress. According to the data below, most grade levels maintained or grew, while others decreased. Our goal as a district is to continue to have our proficiency in the 90s%.

**Reading**

|      | 13-14 | 14-15 | 15-16 |
|------|-------|-------|-------|
| 3rd  | 88.1  | 92.6  | 87.9  |
| 4th  | 88.8  | 86.4  | 91.9  |
| 5th  | 86.1  | 92.7  | 82.4  |
| 6th  | 86.95 | 84.8  | 87.6  |
| 7th  | 84.07 | 82.5  | 89.9  |
| 8th  | 91    | 90.8  | 90.0  |
| 11th | 94.9  | 86.7  | 91.5  |

**Mathematics**

|      | 13-14 | 14-15 | 15-16 |
|------|-------|-------|-------|
| 3rd  | 89.4  | 93.4  | 92.1  |
| 4th  | 91.8  | 98.4  | 97.6  |
| 5th  | 91    | 94.8  | 94.4  |
| 6th  | 81.5  | 89.6  | 91.4  |
| 7th  | 90.3  | 90.7  | 95.3  |
| 8th  | 84.9  | 89.1  | 88    |
| 11th | 91.5  | 92.2  | 89.4  |

Regarding MAP assessments, two of eight grade levels (or 25%) tested in math had more students proficient on the Spring assessment as compared to the Fall assessment. In reading 60% of the grade levels had more proficient in the Spring. During the 2015-16 school year, no district-created assessments were used to determine student growth.

---

**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

---

**Q16: 5a. Local TLC Goal**

Teacher Growth

---

**Q17: 5b. To what extent has this goal been met?**

(no label)

Somewhat Met

---

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Midway through the year, the Master Teachers began piloting the use of TeachBoost as a tool for capturing teacher growth. (TeachBoost is an online platform which allows for videocapture of lessons, tagging videos and/or observation scripts to the North Polk Best Practice rubric, reporting rubric matches, providing narrative feedback to teachers, and the capability to attach photos, resources, links, into the report to share with teachers.)

Because of this change, the District does not have the quantitative data to verify the teacher growth but has qualitative data to support the claim of “somewhat met”. Data was captured during the Spring of 2016 utilizing the Instructional Rounds process in each building. This process “looked for” evidence of teacher growth based on learnings from weekly cluster trainings. The data will be used as a baseline to measure growth this upcoming year, and it will be connected to the Professional Growth Plans, the content of the embedded weekly cluster classes, and biweekly Professional Development. Instructional Rounds are planned once per semester, per building, for 2016-2017.

In addition, the District collected data from the annual TLC survey. A few comments received are:

- I've used many new ideas and strategies to improve student learning. Ideas from other teachers and new perspectives are a huge benefit.
- I am more aware of the TAP rubric expectations. I also use strategies learned in TAP class as well.
- I have used many new strategies such as Thinking, Questioning, Grouping, and Activities and Materials. The meetings create an environment where teachers can continue to be learners and improve their practice. I have used the Gradual Release Practice in my classroom.
- My learning from TAP classes has been beneficial in the classroom by providing various forms of assessments to monitor student learning. It is helpful to run through the process of each formative assessment as a student prior to using the assessment in my classroom.
- I have used strategies that we have have covered in Cluster. I have also implemented strategies that I have discussed with my Master Teacher. When going over observations (and the TAP rubric), I have become more cognizant of some of my weaknesses and I have worked on improving on those areas.
- I always learn new strategies in Cluster that I try to implement into my classroom. Cluster is also great because it will refresh my memory with instructional strategies I have already learned, but forgot about. It is also great to spend time talking to other teachers I don't normally get to see.

With the full utilization of the TeachBoost app, the District will have both qualitative and quantitative data to support the teacher growth goal.

|  |   |
|--|---|
| <b>Q19: 6a.Local TLC Goal</b>  | <i>Respondent skipped this question</i> |
| <b>Q20: 6b. To what extent has this goalbeen met?</b>  | <i>Respondent skipped this question</i> |
| <b>Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)</b> | <i>Respondent skipped this question</i> |

PAGE 5

**Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

The next stage of our implementation will include more of an intentional focus on student learning and how the changes in teacher behaviors are reflected in student work and overall achievement. In June, we came together as a district leadership team and revamped our goals for next year and came to a consensus about our next steps. one of the biggest changes we will employ next year is the use of videotaping for our observations and coaching conversations. We will continue to use our framework for our feedback -- the common language this has provided for our district has been invaluable. Lastly, our building TLTs will be collecting more data around implementation of strategies modeled in professional learning in order to measure their impact on student learning. The employment of videotaping will help in this endeavor as well.

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

As a new teacher the TAP rubric has been a great guide for me that has clearly laid out the expectations that I am held accountable to as a teacher. Based on the feedback that I receive after my observations, I try to incorporate the suggestions into my next lessons.

Meeting in clusters has given me insight into how my students learn in other subjects. Talking to the people who will be observing me has given me an opportunity to think out loud about why I do what I do.

I feel that cluster meetings and collaborating with those teachers has really helped to strengthen my teaching in the classroom. Discussing ideas and strategies and then being able to go back to my classroom and integrate them into my teaching has made my classroom more effective this year. I have utilized the Master teacher often and she has helped me seek out additional resources when needed.

---

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

---